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ABSTRACT

A study examined those competencies needed by local administrators of Michigan vocational education programs at the secondary and career-education-planning-district (CEPD) levels to carry out effectively their duties and responsibilities. The Administrator Task Inventory, a survey to identify and verify the importance of and the need for training for 191 vocational administrator tasks, was completed by 28 Michigan vocational administrators at the secondary, postsecondary, and CEPD levels. After the means and medians were established for both the importance of the task and the degree of training needed to complete the task, data from this survey was compared to corresponding data collected in the National Administrator Research Study conducted in May and June, 1976. Respondents to both surveys ranked evaluation of instructional program effectiveness as the most important task of the administrator. Other high-rated task areas included professional relations and self-development and business and financial management. Recommendations were made concerning the need for training in these areas and for further research. (Twenty-three tables summarizing survey data are included in the report, along with the survey instrument.) (MN)

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# REPORT OF A RESEARCH PROJECT:

## A Comparison of the Importance of Tasks and the Degree of Training Needed for Michigan Vocational Administrators

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TABLE OF CONTENTS


| | Page |
|---|---|
| INTRODUCTION | 1 |
| Statement of the Problem | 1 |
| Purpose of the Study | 1 |
| Need for the Study | 2 |
| REVIEW OF RELATED LITERATURE | 3 |
| METHODS OF RESEARCH | 6 |
| Selection of the Survey Instrument | 6 |
| Selecting the Sample | 6 |
| Analysis of the Data | 6 |
| PRESENTATION OF THE FINDINGS | 7 |
| SUMMARY | 30 |
| RECOMMENDATIONS | 32 |
| SELECTED REFERENCES | 33 |
| APPENDIX | 34 |

LIST OF TABLES


| Table | | Page |
|---|---|---|
| 1 | Top 25 Tasks with the Highest Mean Scores for the Total Respondents for the Importance of the Task. . . . . | 7 |
| 2 | Rank Order of the Top 25 Tasks by Mean Scores for the Total Respondents to the Question, How Important is the Performance of this Task in Your Job as a Local Administrator . . . . . | 8 |
| 3 | Rank Order of the Top 25 Tasks by Mean Scores for the Total Respondents to the Question, What Degree of Training do Most Administrators Need in Order to Effectively Perform this Task . . . . . | 9 |
| 4 | Top 25 Tasks with the Highest Mean Scores for the Total Respondents for the Degree of Training Needed . . . . . | 10 |
| 5 | Questions Found on Both Lists of Tables with the Highest Mean Scores for the Total Respondents . . . . . | 11 |
| 6 | Top 25 Tasks with the Highest Mean Scores for the Post-Secondary Respondents for the Importance of the Task. . . . . | 12 |
| 7 | Top 25 Tasks with the Highest Mean Scores for the Post-Secondary Respondents for the Degree of Training Needed . . . . | 12 |
| 8 | Questions Found on Both Lists of Tables with the Highest Mean Score for the Post-Secondary Respondents . . . . . | 13 |
| 9 | Rank Order of the Top 25 Tasks by Mean Scores for the Post-Secondary Respondents to the Question, How Important is the Performance of this Task in Your Job as a Local Administrator . . . . . | 13 |
| 10 | Rank Order of the Top 25 Tasks by Mean Scores for the Post-Secondary Respondents to the Question, What Degree of Training do Most Administrators Need in Order to Effectively Perform this Task . . . . . | 15 |
| 11 | Top 25 Tasks with the Highest Mean Scores for the Secondary Respondents for the Importance of the Task. . . . . | 16 |
| 12 | Top 25 Tasks with the Highest Mean Scores for the Secondary Respondents for the Degree of Training Needed . . . . . | 17 |

| Table | | Page |
|---|---|---|
| 13 | Questions Found on Both Lists of Tables with the Highest Mean Scores for the Secondary Respondents. . . . . | 17 |
| 14 | Rank Order of the Top 25 Tasks by Mean Scores for the Secondary Respondents to the Question, How Important is the Performance of this Task in Your Job as a Local Administrator. . . . . | 18 |
| 15 | Rank Order of the Top 25 Tasks by Mean Scores for the Secondary Respondents to the Question, What Degree of Training do Most Administrators Need in Order to Effectively Perform this Task. . . . . | 19 |
| 16 | Top 25 Tasks with the Highest Mean Scores for the CEPD Respondents for the Importance of the Task . . . . . | 20 |
| 17 | Top 25 Tasks with the Highest Mean Scores for the CEPD Respondents for the Degree of Training Needed. . . . . | 21 |
| 18 | Questions Found on Both Lists of Tables with the Highest Mean Scores for the CEPD Respondents . . . . . | 22 |
| 19 | Rank Order of the Top 25 Tasks by Mean Scores for the CEPD Respondents to the Question, How Important is the Performance of this Task in your Job as a Local Administrator. . . . . | 22 |
| 20 | Rank Order of the Top 25 Tasks by Mean Scores for the CEPD Respondents to the Question, What Degree of Training do Most Administrators Need in Order to Effectively Perform this Task. . | 24 |
| 21 | Highest Ranking Task Statements Found on Both the Michigan Inventory Administrator Task and the National Administrator Research Study . . . . . | 25 |
| 22 | Comparison of the Michigan Total Respondent's Rank Scores for the 25 Most Important Tasks to the National Survey Results to the Question, How Important is the Performance of this Task in Your Job as a Local Administrator . . . . . | 26 |
| 23 | Grouping by Categories for the Highest Ranking Task Statements Found on Both the Michigan Administrator Task Inventory and the National Association Research Study. . . . . | 27 |

## INTRODUCTION

Michigan's vocational education programs are conducted at comprehensive high school (vocational and academic), area vocational centers, and at institutions for post-secondary studies. The role of the vocational administrator at each of these educational institutions and at the Career Education Planning District (CEPD) level, is presumably marked with differences in job tasks and responsibilities. As a future vocational administrator begins a course of study at the graduate level it would be advantageous to have input from individuals in administrative positions to see which tasks are important to them in their professional capacities.

### Statement of the Problem

As an individual prepares to enter the field of vocational administration, one should be aware of the importance of various tasks associated with this aspect of educational administration and the degree of training needed at the graduate level to fulfill those tasks. Therefore, the problem addressed by this study is the identification of the importance of various job-related tasks of vocational education administration and the degree of training needed to accomplish these tasks.

### Purpose of the Study

The purpose of this study is to identify those competencies or tasks, via a survey, needed by local administrators of vocational education at the secondary, and the CEPD levels to effectively carry out their duties and responsibilities. The purpose of this study also includes a comparison of the Michigan results of the "Administrators Task Inventory" with a national survey conducted by Robert Norton (1977) of The Ohio State University to identify and verify the importance of, and the need for training for 191 vocational administrators' tasks.

This study could assist in the development of a competency-based administrative education program for the preparation of vocational-technical personnel. The results should benefit:

1. University students who are preparing to enter the field of vocational administration;
2. University faculties in the education of students;

3. Potential administrators who are currently teaching vocational programs and aspire to become vocational administrators;
4. Other school personnel to help them understand the role and responsibilities of the vocational administrators; and
5. The Michigan Vocational-Technical Education Service of the Michigan Department of Education to identify tasks and training emphasized by vocational administrators.

## Need for the Study

According to Norton (1977) the need for strong and competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of well trained administrators at both the secondary and post-secondary levels (Norton, p. 1). With the current national emphasis on accountability, there is a need for analysis of job tasks and educational content to prepare future vocational administrators. According to Ellis (1975) in a Report to the Nation of Vocational Education, it is stated that:

> Vocational educators, like others, can expect more and more requests for justification of their policies and programs to an increasingly better educated, and sometimes critical, public. Administrators are also finding that they are now having to justify their decisions and policies to staff and teachers as well. As a result, administrators must develop realistic goals and objectives and systematically plan program accordingly, thus establishing criteria for both the planning and evaluation process. . . .Because administrators also must learn to cope effectively with limited resources, not only during the current recession, but also in the years ahead, the identification of priorities become doubly important (p. 79).

The competency-based administrator education approach for this study appears to be the most effective method to employ. Through an analysis of the importance of a variety of tasks, those competencies needed by local administrators of vocational education to effectively carry out their duties and responsibilities can be identified. An additional look at the value local administrators place on the degree of training needed will aid university and Michigan Department of Education personnel in the upgrading of educational programs for future administrators. A discussion of the results of this study and its comparison with the "National Administrator Task Inventory" prepared by Norton (1977) will give additional insight into the importance of tasks and training for vocational administrators.

## REVIEW OF RELATED LITERATURE

The position of the vocational director was created by the Vocational Education Act of 1963 and the Amendments of 1968 which permitted states to use federal funds for ancillary services such as vocational supervisors and directors if the minimum qualifications for these persons were written into state plans. In Michigan, as stated in the Michigan Guide for the Administration of Vocational-Technical Education Programs, 1977-78, vocational directors are funded on a line item basis up to a maximum of 40% of eligible salary and travel for that portion of salary and travel which is not recouped through added costs (p. B1). For vocational reimbursement, a school district must have a minimum of 3,000 students in grades 9-12, inclusive or the equivalent of 15 or more full-time equated teachers engaged in reimbursed vocational instruction (p. D1).

Vocational administrators in Michigan have a variety of job tasks to perform. These administrators can be found to hold positions at the secondary, post-secondary or CEPD levels. These three level positions can be associated with varying degrees of importance in job related tasks. The identification of the importance of these tasks can vary greatly within each level. According to Baker (1977) the identification of functions is difficult in practice for several reasons. Included are the range in size of local schools, variance in the types of administrative office responsible for the vocational program, personal qualifications of the administrators and the attitudes of the administrators (p. 4).

The importance of tasks varies greatly among the State's school districts. In addition, according to Leighbody (1968), with the rapid growth, both in numbers and scope, of the vocational program the role of the vocational administrator has become much more comprehensive and complex (p. 44).

Loudermilk (1973) stated that an association exists between the perceived role of vocational directors and the type of school district. Directors in single school districts seemed to be more concerned with day-to-day operations while directors of multi-school districts showed more concern for overall planning and program development (p. 41).

With the increased complexity of vocational education as previously stated by Leighbody (1968), it becomes apparent that there is a need for the improvement of training of vocational administrators. And yet, according to Norton (1977), the effective training of local administrators in most states has been hampered by at least four major problems:

1. The complex and unique skills required to successfully direct vocational programs.
2. The limited knowledge of what competencies are currently needed by local administrators of vocational education.
3. The limited availability of high quality competency-based instructional materials for use in the preservice and inservice preparation of vocational administrators.
4. The limited training opportunities available for the preservice and inservice preparation of secondary and post-secondary vocational administrators in most states (p. 1).

According to Baker (1977):

> Studies have been consistent in identifying specific functions of vocational administration. (Loudermilk, 1973; Norton, 1977; Eriksen, 1977). . .These studies utilized acceptable methods and produced consistent results. . .The competencies were found by asking people about their functions and tempering the responses with judgments by others. Thus, the process is founded upon data generated by perceptions and judgments (p. 5).

The identification of specific functions of vocational administration is the first characteristic of a well developed competency-based education program as presented by Norton. The remaining characteristics essential for a well developed competency-based program include:

1. Competencies to be achieved are carefully identified, verified, and made public in advance;
2. Criteria to be used in assessing achievement and the conditions under which achievement will be assessed, are explicitly stated and made public in advance;
3. Assessment of competency takes the students' knowledge into account but depends upon actual performance as the primary source of evidence;
4. The instructional program provides for the individual development and evaluation of each of the competencies specified; and
5. Students progress through the instructional program at their own rate by demonstrating the attainment of specific competencies (p. 2).

This study is concerned with the first characteristic. The "Administrator Task Survey" (see Appendix) was conducted to identify those competencies that current vocational administrators feel are important in their job and the degree to which training is necessary to complete their job tasks.

The "Administrator Task Inventory" is taken from Norton's "The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education." Baker (1977) makes a strong reference to Norton's work.

> Unfortunately, no truly emperical process is operational that can identify better programs, competent people or specific functions, perceptions, and personnel. Thus, current sampling processes may not be truly "data based," although Norton's processes seem the most advanced (p. 7).

In summary, it is important to upgrade the training of vocational administrators. In an article by Leighbody (1968), he states, "In a rapidly changing world, vocational leadership must be dynamic and forward looking. It must be able to adapt its thinking and its behavior to the constantly changing situations that arises, and, at the same time maintain stability and direction in the program (p. 45).

## METHODS OF RESEARCH

The following methods and procedures were used to determine the importance of job related tasks and the degree of training needed to fulfill those tasks for vocational administrators through the completion of the Administrator Task Inventory.

### Selection of the Survey Instrument

One primary step in the use of competency-based education is the identification and ranked importance of job-related tasks. This could be achieved through the implementation of the Administrator Task Inventory. Contacts were made with Robert E. Norton, of The Ohio State University, who had completed work on a national survey to idenfify and verify the importance of, and the need for training for 191 vocational administrator tasks. Permission was requested and granted to use this survey instrument for the State of Michigan (See Appendix A).

### Selecting the Sample

The survey instrument was mailed to a group of vocational administrators at the secondary, post-secondary, and CEPD levels. The respondents were recommended and selected because of their reputations for innovative leadership in the area of vocational administration.

### Analysis of the Data

Forty vocational administrators were sent the "Administrative Task Inventory." Twenty-eight surveys were returned and data analysis was begun. The survey responses were tallied for the total group of respondents and broken down by groups of secondary, post-secondary, and CEPD personnel. The means and medians were established for each of the 191 tasks, once for the importance of the task and again for the degree of training needed to complete that task.

## PRESENTATION OF THE FINDINGS

Forty vocational administrators were selected to complete the "Michigan Administrator Task Inventory." Of the forty surveys sent, twenty-eight were returned for a 70% rate of return. Eleven of the returned surveys represented secondary administrators, 11 represented post-secondary administrators, and six represented CEPD level administrators. The following tables summarize the responses of the 28 Michigan vocational administrators.

Raw scores, means and medians are given for each of the 191 task statements as regards the two basic questions asked:

1. How important is the performance of this task in your job as a local administrator?
2. What degree of training do most administrators need in order to effectively perform this task?

Table 2 represents a ranking of the 25 task statements for the importance of the performance of the task that received the highest mean score for the total group of respondents. A grouping of the responses of the 25 most important tasks for the total respondents by categories shows the percentile for each category. This is illustrated with Table 1 that follows:

Table 1

Top 25 Tasks with the Highest Mean Scores
for the Total Respondents
for the Importance of the Task

| Category | Name | Score | Percentile |
|---|---|---|---|
| A | Program Planning, Development, and Evaluation | 12 of 28 | 42.85% |
| B | Instructional Management | 1 of 28 | 3.57% |
| C | Student Services | 0 of 28 | 0.0 % |
| D | Personnel Management | 3 of 28 | 10.71% |
| E | Staff Development | 0 of 28 | 0.0 % |
| F | Professional Relations and Self-Development | 6 of 28 | 21.43% |
| G | School/Employer/Community Relations | 2 of 28 | 7.14% |
| H | Facilities and Equipment Management | 1 of 28 | 3.57% |
| I | Business and Financial Management | 3 of 28 | 10.71% |

Table 1 shows that for the respondents the most important tasks represented the "A" category, Program Planning, Development, and Evaluation with 42.85%. The second most important category for the total respondents was category "F", Professional Relations and Self-Development.

Table 2

Rank Order of the Top 25 Tasks by Mean Scores for the Total Respondents to the Question, How Important is the Performance of this Task in Your Job as a Local Administrator?

| Rank | Question | Mean | Median |
|---|---|---|---|
| 1 | A.22-Evaluate the effectiveness of the instructional program | 4.75 | 4.0 |
| 2 | A.18-Develop plans for evaluating instructional program | 4.68 | 4.5 |
| 3 | I.22-Prepare local, state and federal reports | 4.67 | 4.0 |
| 4 | B.9 -Guide staff in integrating and articulating the vocational program | 4.64 | 2.5 |
| 5 | I.4 -Prepare and regulate operational budgets | 4.59 | 2.5 |
| 6 | F.2 -Develop and maintain professional relationships with other administrators | 4.56 | 4.0 |
| 6 | G.3 -Coordinate use of occupational advisory committees | 4.56 | 4.0 |
| 8 | A.10-Develop overall vocational program goals | 4.54 | 4.0 |
| 8 | A.23-Initiate student and employer follow-up studies | 4.54 | 4.0 |
| 8 | A.24-Analyze student and employer follow-up studies | 4.54 | 4.0 |
| 11 | A.19-Direct self-evaluation of the district vocational programs | 4.5 | 4.0 |
| 11 | A.25-Recommend curriculum revisions based on evaluation data | 4.5 | 4.0 |
| 13 | F.17-Assess personal performance as an administrator | 4.48 | 4.0 |
| 14 | I.5 -Prepare and regulate program budgets | 4.44 | 2.5 |
| 15 | A.16-Interpret and apply state and/or federal vocational education legislation | 4.43 | 3.5 |
| 16 | D.7 -Recommend potential staff to the administration and board | 4.41 | 2.5 |
| 16 | G.5 -Develop working relationships with employers and agencies | 4.41 | 4.0 |
| 18 | A.2 Collect and analyze manpower needs assessment data | 4.39 | 3.5 |
| 18 | D.3 -Assess program staffing requirements | 4.39 | 4.0 |
| 20 | F.12-Develop effective interpersonal skills | 4.37 | 4.0 |
| 20 | H.7 -Submit facility and equipment specifications | 4.37 | 2.5 |
| 22 | A.14-Recommend program policies to the administration and board | 4.36 | 2.5 |

| Rank | Question | Mean | Median |
|---|---|---|---|
| 22 | D.6 -Recruit and interview potential staff | 4.36 | 4.0 |
| 24 | F.3 -Develop and maintain professional relationship with state department of education personnel | 4.3 | 4.0 |
| 25 | A.3 -Direct occupational task analysis for use in curriculum development | 4.29 | 3.5 |
| 25 | A.17-Interpret and apply other relevant state and federal legislation | 4.29 | 3.5 |
| 25 | F.6 -Participate in professional meetings for self-improvement | 4.29 | 3.5 |
| 25 | F.7 -Promote professional image through personal appearance and conduct | 4.29 | 3.5 |

In Table 2, four task statements tied with a mean score of 4.29 and a median score of 3.5. Two of these statements are grouped in the "A" category, Program Planning, Development and Evaluation and two statements are grouped in the "F" category, Professional Relations and Self-Development.

Table 3

Rank Order of the Top 25 Tasks by Mean Scores for the Total Respondents to the Question, What Degree of Training do Most Administrators Need in Order to Effectively Perform this Task?

| Rank | Question | Mean | Median |
|---|---|---|---|
| 1 | A.22-Evaluate the effectiveness of the instructional program | 4.41 | 4.0 |
| 2 | A.18-Develop plans for evaluating instructional programs | 4.33 | 3.5 |
| 3 | A.19-Direct self-evaluation of the district vocational programs | 4.3 | 3.5 |
| 4 | I.4 -Prepare and regulate operational budgets | 4.19 | 3.5 |
| 5 | D.19-Observe and evaluate staff performance | 4.16 | 3.0 |
| 6 | H.7 -Submit facility and equipment specifications | 4.04 | 3.5 |
| 7 | G.1 -Develop a plan for promoting good public relations | 4.0 | 3.0 |
| 7 | I.9 -Analyze the cost of operating various instructional programs | 4.0 | 3.5 |
| 9 | F.15-Apply management by objectives techniques to personal work assignments | 3.92 | 2.5 |
| 9 | H.1 -Assess the need for physical facilities | 3.92 | 3.0 |
| 11 | B.13-Provide for special needs programs | 3.88 | 3.0 |
| 11 | B.16-Guide the articulation of secondary and post-secondary vocational program objectives | 3.88 | 2.5 |
| 11 | H.13-Plan space requirements for programs | 3.88 | 2.5 |
| 14 | A.3 -Direct occupational task analysis for use in curriculum development | 3.86 | 3.5 |
| 15 | A.28-Write proposals for the funding of new programs and the improvement of existing programs | 3.85 | 3.0 |

| Rank | Question | Mean | Median |
|---|---|---|---|
| 15 | G.6 -Prepare and recommend cooperative agreements with other agencies | 3.85 | 3.0 |
| 15 | I.5 -Prepare and regulate program budgets | 3.85 | 3.0 |
| 18 | A.2 -Collect and analyze manpower needs assessment data | 3.82 | 3.5 |
| 19 | A.21-Design and select instruments for evaluating the instructional program | 3.81 | 3.0 |
| 19 | A.32-Develop supplemental/remedial instructional programs to meet student needs | 3.81 | 2.5 |
| 21 | F.16-Develop cooperative problem-solving and decision-making skills | 3.8 | 3.0 |
| 22 | I.1 -Prepare and recommend financial policies | 3.79 | 3.0 |
| 23 | I.7 -Prepare long-range budgets based on total program requirements | 3.76 | 3.0 |
| 24 | A.17-Interpret and apply state and/or federal legislation | 3.74 | 2.5 |
| 24 | D.23-Interpret and apply labor laws | 3.74 | 3.5 |

For Table 3, two task statements tied for the 24th rank order position. Statement A.17 and D.23 each had a mean score of 3.74. Table 3 represents a ranking of the 25 task statements for the degree of training needed to complete that task for the total group of 28 respondents. A grouping for Table 3 responses shows the categories for the total responses for the degree of training needed in Chart 4 below:

Table 4

Top 25 Tasks with the Highest Mean Scores
for the Total Respondents
for the Degree of Training Needed

| Category | Name | Score | Percentile |
|---|---|---|---|
| A | Program Planning, Development, and Evaluation | 9 of 25 | 36% |
| B | Instructional Management | 2 of 25 | 8% |
| C | Student Services | 0 of 25 | 0% |
| D | Personnel Management | 2 of 25 | 8% |
| E | Staff Development | 0 of 25 | 0% |
| F | Professional Relations and Self-Development | 2 of 25 | 8% |
| G | School/Employer/Community Relations | 2 of 25 | 8% |
| H | Facilities and Equipment Management | 3 of 25 | 12% |
| I | Business and Financial Management | 5 of 25 | 20% |

The category with the greatest number of tasks with the highest mean score show that category "A", Program Planning, Development, and Evaluation, ranked the most important with 36%. The second most important category from the table of the top 25 tasks with the highest mean scores for the degree of training needed was cateogry "I", Business and Financial Management with 20%. It should be noted that questions A.22 (Evaluate the effectiveness of the instructional program) and A.18 (Develop plans for evaluating instructional programs) were ranked one and two for the importance of task and the degree of training needed. It should also be noted that only the following questions were found to be on the top list of 25 tasks for both groups of questions.

Table 5

Questions Found on Both Lists of Tables with the Highest Mean Scores for the Total Respondents

| Question | Importance of Task Ranking | Degree of Training Needed Ranking |
|---|---|---|
| A.22 | 1 | 1 |
| A.18 | 2 | 2 |
| I.4 | 5 | 4 |
| A.19 | 11 | 3 |
| I.5 | 14 | 15 |
| A.2 | 18 | 18 |
| H.7 | 20 | 6 |
| A.3 | 25 | 14 |
| A.17 | 25 | 24 |

These tasks were found to be important for both the importance of the task and the degree of training needed for all responding vocational administrators. Six of the nine tasks listed above are from the "A" category of the survey dealing with program planning, development and evalution.

Table 9 lists those 25 tasks that showed the highest mean scores for the post-secondary group of respondents for the question dealing with the importance of the task. A grouping for the top 25 tasks by category shows the value the post-secondary administrator placed on each category in Table 6.

Table 6

Top 25 Tasks with the Highest Mean Scores
for the Post-Secondary Respondents
for the Importance of the Task

| Category | Name | Score | Percentile |
|---|---|---|---|
| A | Program Planning, Development and Evaluation | 8 of 29 | 27.58% |
| B | Instructional Management | 3 of 29 | 10.34% |
| C | Student Services | 0 of 29 | 0.0 % |
| D | Personnel Management | 5 of 29 | 17.24% |
| E | Staff Development | 0 of 29 | 0.0 % |
| F | Professional Relations and Self-Development | 5 of 29 | 17.24% |
| G | School/Employer/Community Relations | 2 of 29 | 6.90% |
| H | Facilities and Equipment Management | 3 of 29 | 10.34% |
| I | Business and Financial Management | 3 of 29 | 10.34% |

For the importance of the tasks the post-secondary administrators ranked 27.58% of the top 25 tasks in the "A" category, Program Planning, Development, and Evaluation. Categories "D", Personal Management, and "F", Professional Relations and Self-Development each scored 17.24%.

Table 10 lists the top 25 tasks for the post-secondary group for the degree of training needed to complete the tasks. A grouping for the top 25 tasks by category shows the value the post-secondary administrators placed on each category in Table 7 below:

Table 7

Top 25 Tasks with the Highest Mean Scores
for the Post-Secondary Respondents
for the Degree of Training Needed

| Category | Name | Score | Percentile |
|---|---|---|---|
| A | Program Planning, Development, and Evaluation | 7 of 27 | 25.93% |
| B | Instructional Management | 5 of 27 | 18.52% |
| C | Student Services | 0 of 27 | 0.0 % |
| D | Personnel Management | 7 of 27 | 25.93% |
| E | Staff Development | 0 of 27 | 0.0 % |
| F | Professional Relations and Self-Development | 0 of 27 | 0.0 % |
| G | School/Employer/Community Relations | 4 of 27 | 14.81% |
| I | Business and Financial Management | 4 of 27 | 14.81% |

For the degree of training needed the post-secondary administrators ranked 25.93% of the top 25 tasks in categories "A", Program Planning, Development, and Evaluation, and "D", Personnel Management.

For this level of vocational administration the following tasks were found on both tables:

Table 8

Questions Found on Both Lists of Tables with the Highest Mean Score for the Post-Secondary Respondents

| Question | Importance of Task Ranking | Degree of Training Needed Ranking |
|---|---|---|
| I.5 | 1 | 4 |
| I.4 | 2 | 2 |
| A.22 | 3 | 4 |
| H.13 | 5 | 10 |
| D.20 | 6 | 16 |
| A.23 | 12 | 22 |
| H.7 | 12 | 17 |
| A.19 | 18 | 4 |

Of these responses 3 of 8 tasks or 37.5% listed were in the "A" category, Program Planning, Development, and Evaluation. Two of the 8, or 25%, of the tasks were from the "H" category, Facilities and Equipment Management, and 2 of the 8, or 25%, of the tasks were from the "I" category, Business and Financial Management.

Table 9

Rank Order of the Top 25 Tasks by Mean Scores for the Post-Secondary Respondents to the Question, How Important is the Performance of this Task in Your Job as a Local Administrator?

| Rank | Question | Mean | Median |
|---|---|---|---|
| 1 | I.5 -Prepare and regulate program budgets | 4.81 | 4.5 |
| 2 | I.4 -Prepare and regulate operational budgets | 4.72 | 4.5 |
| 3 | A.22-Evaluate the effectiveness of the instructional program | 4.64 | 4.5 |
| 4 | I.22-Prepare local, state, and federal reports | 4.63 | 4.5 |
| 5 | H.13-Plan space requirements for programs | 4.55 | 4.0 |
| 6 | D.20-Recommend staff promotions and dismissals | 4.5 | 4.0 |

| Rank | Question | Mean | Median |
|---|---|---|---|
| 7 | B.6 -Prepare a master schedule of course offerings | 4.45 | 4.0 |
| 7 | D.3 -Assess program staffing requirements | 4.45 | 4.0 |
| 7 | F.2 -Develop and maintain professional relationships with other administrators | 4.45 | 4.0 |
| 7 | H.16-Establish preventative maintenance program for equipment and facilities | 4.45 | 2.5 |
| 11 | A.25-Recommend curriculum revisions based on evaluative data | 4.4 | 4.0 |
| 12 | A.14-Recommend program policies to the administration and board | 4.36 | 4.0 |
| 12 | A.15-Implement local board and administrative policies | 4.36 | 4.0 |
| 12 | A.23-Initiate student and employer follow-up studies | 4.36 | 4.0 |
| 12 | D.6 -Recruit and interview potential staff | 4.36 | 4.0 |
| 12 | H.7 -Submit facility and equipment specifications | 4.36 | 4.0 |
| 17 | F.17-Assess personal performance as an administrator | 4.3 | 4.0 |
| 18 | A.10-Develop overall vocational program goals | 4.27 | 4.0 |
| 18 | A.19-Direct self-evaluation of the district vocational programs | 4.27 | 4.5 |
| 18 | D.7 -Recommend potential staff to the administration and board | 4.27 | 4.5 |
| 18 | F.7 -Promote professional image through personal appearance and conduct | 4.27 | 4.0 |
| 18 | F.12-Develop effective interpersonal skills | 4.27 | 4.0 |
| 18 | G.3 -Coordinate use of occupational advisory committees | 4.27 | 4.0 |
| 24 | A.2 -Collect and analyze manpower needs assessment data | 4.18 | 4.0 |
| 24 | B.9 -Guide staff in integrating and articulating the vocational program with the total educational program | 4.18 | 3.5 |
| 24 | B.17-Approve selection of instructional equipment | 4.18 | 3.5 |
| 24 | D.4 -Prepare job descriptions | 4.18 | 4.0 |
| 24 | F.3 -Develop and maintain professional relationships with other administrators | 4.18 | 4.0 |
| 24 | G.10-Promote good relationships between vocational and general education staff | 4.18 | 4.0 |

Five task statements tied with a mean score of 4.18. One task statement is taken from category "A", two statements are from category "B", and one statement each from categories "D", "F", and "G".

Table 10

Rank Order of the Top 25 Tasks by Mean Scores for the Post-Secondary Respondents to the Question, What Degree of Training do Most Administrators Need in Order to Effectively Perform this Task?

| Rank | Question | Mean | Median |
|---|---|---|---|
| 1 | D.10-Resolve staff grievances and complaints | 4.2 | 3.5 |
| 2 | I.4 -Prepare and regulate operational budgets | 4.18 | 4.0 |
| 3 | D.19-Observe and evaluate staff performance | 4.1 | 4.0 |
| 4 | A.18-Develop plans for evaluating instructional program | 4.0 | 4.0 |
| 4 | A.19-Direct self-evaluating instructional programs | 4.0 | 3.5 |
| 4 | A.22-Evaluate the effectiveness of the instructional program | 4.0 | 4.0 |
| 4 | D.8 -Participate in negotiating staff working agreements | 4.0 | 3.5 |
| 4 | I.5 -Prepare and regulate program budgets | 4.0 | 3.5 |
| 4 | I.9 -Analyze the cost of operating various instructional programs | 4.0 | 3.5 |
| 10 | H.13-Plan space requirements for programs | 3.91 | 3.5 |
| 10 | I.1 -Prepare and recommend financial policies | 3.91 | 3.0 |
| 12 | B.7 -Guide staff in selecting and using effective instructional strategies | 3.82 | 3.0 |
| 13 | A.3 -Direct occupational task analysis for use in curriculum development | 3.77 | 3.5 |
| 14 | D.21-Provide guidance to the staff on legal matters affecting the school program | 3.73 | 3.0 |
| 15 | A.28-Write proposals for the funding of new programs and the improvement of existing | 3.72 | 3.5 |
| 16 | D.20-Recommend staff promotions and dismissals | 3.7 | 3.5 |
| 17 | D.23-Interpret and apply labor laws and regulations | 3.64 | 3.5 |
| 17 | H.7 -Submit facility and equipment specifications | 3.64 | 3.5 |
| 19 | B.8 -Establish and implement a curriculum design that will achieve the school's instructional goals | 3.55 | 2.5 |
| 19 | H.1 -Assess the need for physical facilities | 3.55 | 3.0 |
| 19 | H.24-Interpret and apply health and safety laws and regulations | 3.55 | 3.5 |
| 22 | A.23-Initiate student and employer follow-up studies | 3.45 | 3.0 |
| 22 | A.24-Analyze student and employer follow-up studies | 3.45 | 3.5 |
| 22 | B.12-Provide for supplemental/remedial instructional programs | 3.45 | 2.5 |
| 22 | B.13-Provide for special needs programs | 3.45 | 3.0 |
| 22 | B.16-Guide the articulation of secondary and post-secondary vocational program objectives | 3.45 | 2.5 |
| 22 | D.5 -Establish staff selection and recruitment procedures | 3.45 | 2.5 |

It should be noted that six task statements tied with a mean score of 3.45. Two task statements were from category "A", three statements were from category "B", and one statement was from category "D".

Table 14 represents the 25 tasks with highest mean scores for the importance of the task for secondary vocational administrators. A grouping of the top 25 tasks by category shows the value the secondary administrators placed on each category in Table 11 below:

Table 11

Top 25 Tasks with the Highest Mean Scores
for the Secondary Respondents
for the Importance of the Task

| Category | Name | Score | Percentile |
|---|---|---|---|
| A | Program Planning, Development and Evaluation | 11 of 26 | 42.31% |
| B | Instructional Management | 3 of 26 | 11.54% |
| C | Student Services | 1 of 26 | 3.85% |
| D | Personnel Management | 0 of 26 | 0.0 % |
| E | Staff Development | 1 of 26 | 3.85% |
| F | Professional Relations and Self-Development | 3 of 26 | 11.54% |
| G | School/Employer/Community Relations | 4 of 26 | 15.38% |
| H | Facilities and Equipment Management | 2 of 26 | 7.69% |
| I | Business and Financial Management | 1 of 26 | 3.85% |

For the question dealing with the importance of the task the secondary administrators placed 42.31% of the 25 highest mean scores in category "A", Program Planning, Development, and Evaluation. The category with the second highest mean scores was "G", School/Employer/Community Relations.

Table 15 gives a list of the 25 tasks with the highest mean scores for the degree of training needed for the responding secondary vocational administrators. A grouping of the highest mean scores by category for the secondary administrators on the question of the degree of training needed follows in Table 12.

Table 12

Top 25 Tasks with the Highest Mean Scores
for the Secondary Respondents
for the Degree of Training Needed

| Category | Name | Score | Percentile |
|---|---|---|---|
| A | Program Planning, Development, and Evaluation | 9 of 26 | 34.62% |
| B | Instructional Management | 3 of 26 | 11.54% |
| C | Student Services | 0 of 26 | 0.0 % |
| D | Personnel Management | 1 of 26 | 3.85% |
| E | Staff Development | 0 of 26 | 0.0 % |
| F | Professional Relations and Self-Development | 3 of 26 | 11.54% |
| G | School/Employer/Community Relations | 4 of 26 | 15.38% |
| H | Facilities and Equipment Management | 3 of 26 | 11.54% |
| I | Business and Financial Management | 3 of 26 | 11.54% |

For the secondary administrators the greatest number of tasks from the list with the highest mean scores shows, again, category "A", Program Planning, Development, and Evaluation, the highest with 34.62%. The second highest category for the degree of training needed for secondary administrators was "G", School/Employer/Community Relations.

The tasks listed below in Table 13 were found to be important for both questions for the secondary administrators:

Table 13

Questions Found on Both Lists of Tables with
the Highest Mean Scores for the Secondary Respondents

| Question | Importance of Task Ranking | Degree of Training Needed Ranking |
|---|---|---|
| A.17 | 1 | 10 |
| G.1 | 3 | 7 |
| A.19 | 4 | 2 |
| G.6 | 7 | 13 |
| H.7 | 7 | 7 |
| H.1 | 18 | 10 |
| F.17 | 19 | 19 |
| A.22 | 20 | 1 |
| A.10 | 21 | 21 |
| B.13 | 21 | 10 |

Of the above tasks listed 4 of the 10, or 40%, are from the "A" category, Program Planning, Development, and Evaluation.

Table 14

Rank Order of the Top 25 Tasks by Mean Scores for the Secondary Respondents to the Question, How Important is the Performance of this Task in Your Job as a Local Administrator?

| Rank | Question | Mean | Median |
|---|---|---|---|
| 1 | A.17-Interpret and apply other relevant state and federal legislation | 4.91 | 4.5 |
| 1 | A.18-Develop plans for evaluating instructional program | 4.91 | 4.5 |
| 1 | G.1 - Develop a plan for promoting good public relations | 4.91 | 4.5 |
| 4 | A.16-Interpret and apply state and/or federal vocational education legislation | 4.82 | 4.0 |
| 4 | A.19-Direct self-evaluation of the district vocational programs | 4.82 | 4.5 |
| 4 | G.5 -Develop working relationships with employers and agencies | 4.82 | 4.5 |
| 7 | A.7 -Cooperate with district, county, regional, and state agencies in developing and operating vocational programs | 4.73 | 4.5 |
| 7 | A.14-Recommend program policies to the administration and board | 4.73 | 4.5 |
| 7 | A.23-Initiate student and employer follow-up studies | 4.73 | 4.5 |
| 7 | A.24-Analyze student and employer follow-up studies | 4.73 | 4.5 |
| 7 | B.11-Provide for cooperative education programs | 4.73 | 4.5 |
| 7 | C.6 -Oversee student job placement and follow-up services | 4.73 | 4.0 |
| 7 | F.2 -Develop and maintain a professional relationship with other administrators | 4.73 | 4.0 |
| 7 | G.6 -Prepare and recommend cooperative agreements with other agencies | 4.73 | 4.5 |
| 7 | G.10-Promote good relationships between vocational and general education staff | 4.73 | 4.5 |
| 7 | H.7 -Submit facility and equipment specifications | 4.73 | 4.0 |
| 7 | I.22-Prepare local, state and federal reports | 4.73 | 4.0 |
| 18 | H.1 -Assess the need for physical facilities | 4.72 | 4.5 |
| 19 | F.17-Assess personal performance as an administrator | 4.7 | 4.5 |
| 20 | A.22-Evaluate the effectiveness of the instructional program | 4.66 | 4.5 |
| 21 | A.5 -Involve community representatives in program planning and development | 4.64 | 4.0 |

| Rank | Question | Mean | Median |
|---|---|---|---|
| 21 | A.10-Develop overall vocational program goals | 4.64 | 4.5 |
| 21 | B.9 -Guide staff in integrating and articulating the vocational program with the total educational program | 4.64 | 4.0 |
| 21 | B.13-Provide for special needs programs | 4.64 | 3.5 |
| 21 | E.6-Arrange for workshops and other in-service programs for professional personnel | 4.64 | 4.0 |
| 21 | F.12-Develop effective interpersonal skills | 4.64 | 4.0 |

It should be noted that for Table 14 that six task statements had a tied score of 4.64. Two of these task statements were from category "A", two statements were from category "B", and there was one statement each from categories "E" and "F".

Table 15

Rank Order of the Top 25 Tasks by Mean Scores for the Secondary Respondents to the Question, What Degree of Training do Most Administrators Need in Order to Effectively Perform this Task?

| Rank | Question | Mean | Median |
|---|---|---|---|
| 1 | A.22-Evaluate the effectiveness of the instructional program | 4.82 | 4.5 |
| 2 | A.19-Direct self-evaluation of the district vocational programs | 4.55 | 4.0 |
| 2 | A.21-Design and select instruments for evaluating the instructional program | 4.55 | 4.0 |
| 4 | B.7 -Guide staff in selecting and using effective instructional strategies | 4.5 | 3.5 |
| 5 | F.15-Apply management by objectives techniques to personal work assignments | 4.4 | 4.0 |
| 5 | I.4 -Prepare and regulate operational budgets | 4.4 | 4.0 |
| 7 | H.7 -Submit facility and equipment specifications | 4.36 | 4.0 |
| 7 | G.1 -Develop a plan for promoting good public relations | 4.36 | 4.0 |
| 9 | D.19-Observe and evaluate staff performance | 4.3 | 3.0 |
| 10 | A.17-Interpret and apply other relevant state and federal legislation | 4.27 | 3.5 |
| 10 | B.13-Provide for special needs programs | 4.27 | 3.5 |
| 10 | H.1 -Assess the need for physical facilities | 4.27 | 4.0 |
| 13 | A.20-Involve external evaluation personnel in assessing program effectiveness | 4.18 | 2.5 |
| 13 | B.16-Guide the articulation of secondary and post-secondary vocational program objectives | 4.18 | 4.0 |
| 13 | G.6 -Prepare and recommend cooperative agreements with other agencies | 4.18 | 4.0 |
| 13 | I.10-Locate sources of funds for program development and operation | 4.18 | 3.5 |
| 17 | H.8 -Analyze building and equipment contract bids | 4.11 | 3.0 |

| Rank | Question | Mean | Median |
|---|---|---|---|
| 17 | I.6 -Prepare and regulate capital improvement budgets | 4.11 | 4.0 |
| 19 | F.16-Develop cooperative problem-solving and decision-making skills | 4.1 | 3.0 |
| 19 | F.17-Assess personal performance as an administrator | 4.1 | 3.5 |
| 21 | A.2 -Collect and analyze manpower needs assessment data | 4.09 | 3.5 |
| 21 | A.9 -Prepare and update long-range program plans | 4.09 | 4.0 |
| 21 | A.10-Develop overall vocational program goals | 4.09 | 3.5 |
| 21 | A.32-Develop supplemental/remedial instructional programs to meet student needs | 4.09 | 3.5 |
| 21 | G.7 -Involve community leaders in school programs and activities | 4.09 | 3.5 |
| 21 | G.22-Develop materials to promote the vocational programs | 4.09 | 3.5 |

For Table 15 six task statements tied with a mean score of 4.09. Of these statements four were from category "A" and two statements were from category "G".

Table 19 lists the 25 highest mean scores for the tasks with highest mean scores for the CEPD respondents in Table 16 shows the following:

Table 16

Top 25 Tasks with the Highest Mean Scores
for the CEPD Respondents
for the Importance of the Task

| Category | Name | Score | Percentile |
|---|---|---|---|
| A | Program Planning, Development, and Evaluation | 14 of 25 | 56% |
| B | Instructional Management | 0 of 25 | 0% |
| C | Student Services | 1 of 25 | 4% |
| D | Personnel Management | 0 of 25 | 0% |
| E | Staff Development | 4 of 25 | 4% |
| F | Professional Relations and Self Development | 4 of 25 | 4% |
| G | School/Employer/Community Relations | 0 of 25 | 0% |
| H | Facilities and Equipment Management | 0 of 25 | 0% |
| I | Business and Financial Management | 2 of 25 | 8% |

For the CEPD administrators the category with the highest percentile of tasks was category "A", Program Planning, Development, and Evaluation with 56%. The second most important category was "E", Staff Development and "F", Professional Relations and Self-Development with 16%.

Table 19 lists the 25 highest mean scores for the CEPD respondents for the importance of the task. A grouping of the tasks with highest mean scores for the CEPD respondents in Table 16 shows the following:

Table 16

Top 25 Tasks with the Highest Mean Scores
for the CEPD Respondents
for the Importance of the Task

| Category | Name | Score | Percentile |
|---|---|---|---|
| A | Program Planning, Development, and Evaluation | 14 of 25 | 56% |
| B | Instructional Management | 0 of 25 | 0% |
| C | Student Services | 1 of 25 | 4% |
| D | Personnel Management | 0 of 25 | 0% |
| E | Staff Development | 4 of 25 | 4% |
| F | Professional Relations and Self Development | 4 of 25 | 4% |
| G | School/Employer/Community Relations | 0 of 25 | 0% |
| H | Facilities and Equipment Management | 0 of 25 | 0% |
| I | Business and Financial Management | 2 of 25 | 8% |

For the CEPD administrators the category with the highest percentile of tasks was category "A", Program Planning, Development, and Evaluation with 56%. The second most important category was "E", Staff Development and "F", Professional Relations and Self-Development with 16%.

Table 20 lists the 25 highest mean scores for tasks for the CEPD respondents for the degree of training needed to accomplish those tasks. For this question the CEPD respondents ranked the high percentile tasks as follows in Table 17:

Table 17

Top 25 Tasks with the Highest Mean Scores
for the CEPD Respondents
for the Degree of Training Needed

| Category | Name | Score | Percentile |
|---|---|---|---|
| A | Program Planning, Development, and Evaluation | 4 of 24 | 16.67% |
| B | Instructional Management | 2 of 24 | 8.33% |
| C | Student Services | 1 of 24 | 4.17% |
| D | Personnel Management | 0 of 24 | 0.0% |
| E | Staff Development | 5 of 24 | 20.83% |

| Category | Name | Score | Percentile |
|---|---|---|---|
| F | Professional Relations and Self-Development | 5 of 24 | 20.83% |
| G | School/Employer/Community Relations | 5 of 24 | 20.83% |
| H | Facilities and Equipment Management | 4 of 24 | 16.67% |
| I | Business and Financial Management | 0 of 24 | 0.0% |

For the CEPD administrators the highest mean scores fell in categories 'F", Professional Relations and Self-Development and "G", School/Employer/ Community Relations with 20.83%. Two categories each received 16.67%, "A", Program Planning, Development, and Evaluation and "H", Facilities and Equipment Management.

For these 2 questions the following tasks in Table 18 were found on both lists:

Table 18

Questions Found on Both Lists of Tables with the Highest Mean Scores for the CEPD Respondents

| Question | Importance of Task Ranking | Degree of Training Needed Ranking |
|---|---|---|
| A.2 | 2 | 24 |
| A.22 | 5 | 4 |
| E.1 | 3 | 1 |
| A.32 | 13 | 1 |
| F.16 | 22 | 8 |
| F.17 | 22 | 8 |

Table 19

Rank Order of the Top 25 Tasks by Mean Scores for the CEPD Respondents to the Question, How Important is the Performance of this Task in your Job as a Local Administrator?

| Rank | Question | Mean | Median |
|---|---|---|---|
| 1 | A.24-Analyze student and employer follow-up studies | 5.0 | 5.0 |
| 2 | A.2 -Collect and analyze manpower needs assessment data | 4.83 | 4.5 |
| 2 | A.10-Develop overall vocational program goals | 4.83 | 4.5 |
| 4 | E.5 -Conduct workshops and other in-service programs for professional personnel | 4.8 | 4.5 |
| 5 | A.18-Develop plans for evaluating instructional program | 4.67 | 4.5 |
| 5 | A.22-Evaluate the effectiveness of the instructional program | 4.67 | 4.5 |

| Rank | Question | Mean | Median |
|---|---|---|---|
| 5 | A.28-Write proposals for the funding of new programs and the improvement of existing programs | 4.67 | 4.5 |
| 8 | E.1 -Assess staff development needs | 4.6 | 2.5 |
| 8 | E.3 -Counsel with staff regarding personnel development needs and activities | 4.6 | 4.5 |
| 8 | F.11-Represent teacher interests and concerns to other administrators and the board | 4.6 | 4.5 |
| 8 | I.4 -Prepare and regulate operational budgets | 4.6 | 4.0 |
| 8 | I.22-Prepare local, state, and federal reports | 4.6 | 4.5 |
| 13 | A.3 -Direct occupational task analysis for use in curriculum development | 4.5 | 4.5 |
| 13 | A.5 -Involve community representatives in program planning and development | 4.5 | 4.5 |
| 13 | A.7 -Cooperate with district, county, regional, and state agencies in developing and operating vocational programs | 4.5 | 4.5 |
| 13 | A.8 -Prepare annual program plans | 4.5 | 4.5 |
| 13 | A.9 -Prepare and update long-range program plans | 4.5 | 4.5 |
| 13 | A.23-Initiate student and employer follow-up studies | 4.5 | 4.0 |
| 13 | A.25-Recommend curriculum revisions based on evaluation data | 4.5 | 4.5 |
| 13 | A.32-Develop supplemental/remedial instructional programs to meet student needs | 4.5 | 4.5 |
| 13 | C.6 -Oversee student job placement and follow-up services | 4.5 | 4.5 |
| 22 | E.6 -Arrange for workshops and other in-service programs for professional personnel | 4.4 | 4.0 |
| 22 | F.2 -Develop and maintain professional relationships with other administrators | 4.4 | 4.5 |
| 22 | F.16-Develop cooperative problem-solving and decision-making skills | 4.4 | 4.5 |
| 22 | F.17-Assess personal performance as an administrator | 4.4 | 4.0 |

For Table 19 three task statements tied with a mean score of 4.4. All three of these statements were from the "F" category, Professional Relations and Self-Development.

Table 20

Rank Order of the Top 25 Tasks by Mean Scores for the CEPD Respondents to the Question, What Degree of Training do Most Administrators Need in Order to Effectively Perform this Task?

| Rank | Question | Mean | Median |
|---|---|---|---|
| 1 | A.32-Develop supplemental/remedial instructional programs to meet student needs | 4.6 | 4.0 |
| 1 | E.1 -Assess staff development needs | 4.6 | 4.5 |
| 1 | G.7 -Involve community leaders in school programs and activities | 4.6 | 4.0 |
| 4 | A.19-Direct self-evaluation of the district vocational programs | 4.4 | 4.0 |
| 4 | A.22-Evaluate the effectiveness of the instructional program | 4.4 | 4.0 |
| 4 | E.2 -Assist in the preparation of individual staff profiles | 4.4 | 3.0 |
| 4 | G.1 -Develop a plan for promoting good public relations | 4.4 | 4.5 |
| 8 | B.9 -Guide staff in integrating and articulating the vocational program with the total educational program | 4.25 | 4.0 |
| 8 | B.16-Guide the articulation of secondary and post-secondary vocational program objectives | 4.25 | 4.0 |
| 8 | C.9 -Interpret and apply student rights, laws, and regulations | 4.25 | 3.5 |
| 8 | E.8 -Provide for preservice programs for professional personnel | 4.25 | 4.0 |
| 8 | F.15-Apply management by objectives techniques to personal work assignments | 4.25 | 4.0 |
| 8 | F.16-Develop cooperative problem-solving and decision-making skills | 4.25 | 4.0 |
| 8 | F.17-Assess personal performance as an administrator | 4.25 | 4.0 |
| 8 | G.6 -Prepare and recommend cooperative agreements with other agencies | 4.25 | 4.0 |
| 8 | H.5 -Oversee architectural planning | 4.25 | 4.0 |
| 8 | H.7 -Submit facility and equipment specifications | 4.25 | 4.0 |
| 8 | H.8 -Analyze building and equipment contract bids | 4.25 | 4.0 |
| 8 | H.15-Develop and implement an equipment and inventory supply system | 4.25 | 4.0 |
| 20 | F.8 -Assist with the development of state and/or federal plans for vocational education | 4.2 | 4.0 |
| 20 | F.9 -Participate in the development of vocational education legislation | 4.2 | 4.0 |

| Rank | Question | Mean | Median |
|---|---|---|---|
| 20 | G.10-Promote good relationships between vocational and general education staff | 4.2 | 4.0 |
| 20 | C.12-Promote cooperative efforts of parent and teacher groups | 4.2 | 4.0 |
| 24 | A.2 -Collect and analyze manpower needs assessment data | 4.17 | 4.0 |

It should be noted that 23 additional task statements tied with a mean score of 4.0. Of these statements one was from each of the following categories, "B", "C", "D", "E", and "F". Six statements were from category "H", and three task statements were from category "I".

## A COMPARISON OF THE MICHIGAN ADMINISTRATOR TASK INVENTORY TO THE ADMINISTRATOR RESEARCH STUDY

Norton (1977) conducted the Administrator Research Study in May and June, 1976. The data collection instrument he used was mailed to a stratified and carefully selected sample of 130 local administrators from 10 different states. One hundred twenty of the 130 administrators responded to the survey for a 92.3% rate of return.

A comparison of the mean scores for the 25 highest mean scores of the Michigan survey and the mean scores on the national survey, Table 22, gives some insight into how Michigan vocational administrators compare to the responses on the national scale. From these results there are 20 of the 28 task statements, or 71.43%, found on Table 21 that rank in the top 25 for the Michigan survey results and the national survey results. These include:

Table 21

Highest Ranking Task Statements Found on Both the Michigan Inventory Administrator Task and the National Administrator Research Study

| Question | Michigan Ranking | National Ranking |
|---|---|---|
| A.22 | 1 | 1 |
| A.18 | 2 | 7 |
| I.22 | 3 | 7 |
| B.9 | 4 | 25 |
| I.4 | 5 | 7 |
| F.2 | 6 | 1 |
| A.10 | 8 | 7 |
| A.19 | 11 | 25 |

| Question | Michigan Ranking | National Ranking |
|---|---|---|
| A.25 | 11 | 7 |
| F.17 | 13 | 7 |
| I.5 | 14 | 7 |
| D.7 | 16 | 7 |
| G.5 | 16 | 7 |
| D.3 | 18 | 25 |
| F.12 | 20 | 7 |
| A.4 | 22 | 25 |
| D.6 | 22 | 1 |
| F.3 | 24 | 7 |
| F.6 | 25 | 25 |
| F.7 | 25 | 7 |

Table 22

Comparison of the Michigan Total Respondent's Rank Scores for the 25 Most Important Tasks to the National Survey Results to the Question, How Important is the Performance of this Task in Your Job as a Local Administrator?

| Question | Michigan Ranking | National Ranking |
|---|---|---|
| A.22-Evaluate the effectiveness of the instructional program | 1 | 1 |
| A.18-Develop plans for evaluating instructional program | 2 | 7 |
| I.22-Prepare local, state and federal reports | 3 | 7 |
| B.9 -Guide staff in integrating and articulating the vocational program with the total educational program | 4 | 25 |
| I.4 -Prepare and regulate operational budgets | 5 | 7 |
| F.2 -Develop and maintain professional relationships with other administrators | 6 | 1 |
| G.3 -Coordinate use of occupational advisory committees | 6 | 39 |
| A.10-Develop overall vocational program goals | 8 | 7 |
| A.23-Initiate student and employer follow-up studies | 8 | 50 |
| A.24-Analyze student and employer follow-up studies | 8 | 50 |
| A.19-Direct self-evaluation of the district vocational programs | 11 | 25 |
| A.25-Recommend curriculum revisions based on evaluation data | 11 | 7 |
| F.17-Assess personal performance as an administrator | 13 | 7 |
| I.5 -Prepare and regulate program budgets | 14 | 7 |
| A.16-Interpret and apply state and/or federal vocational education legislation | 15 | 39 |
| D.7 -Recommend potential staff to the administration and board | 16 | 7 |

| Question | Michigan Ranking | National Ranking |
|---|---|---|
| G.5 -Develop working relationships with employers and agencies | 16 | 7 |
| A.2 -Collect and analyze manpower needs assessment data | 18 | 39 |
| D.3 -Assess program staffing requirements | 18 | 25 |
| F.12-Develop effective interpersonal skills | 20 | 7 |
| H.7 -Submit facility and equipment specifications | 20 | 60 |
| A.14-Recommend program policies to the administration and board | 22 | 25 |
| D.6 -Recruit and interview potential staff | 22 | 1 |
| F.3 -Develop and maintain professional relationships with state department of education personnel | 24 | 7 |
| A.3 -Direct occupational task analysis for use in curriculum development | 25 | 60 |
| A.17-Interpret and apply other relevant state and federal legislation | 25 | 116 |
| F.6 -Participate in professional meetings for self-improvement | 25 | 25 |
| F.7 -Promote professional image through personal appearance and conduct | 25 | 7 |

Of those 20 task statements found on both lists, Table 21, the following groupings are shown in Table 23.

Table 23

Grouping by Categories for the Highest Ranking Task Statements Found on Both the Michigan Administrator Task Inventory and the National Association Research Study

| Category | Name | Score | Percentile |
|---|---|---|---|
| A | Program Planning, Development, and Evaluation | 6 of 20 | 30% |
| B | Instructional Management | 1 of 20 | 5% |
| C | Student Services | 0 of 20 | 0% |
| D | Personnel Management | 3 of 20 | 15% |
| E | Staff Development | C of 20 | 0% |
| F | Professional Relations and Self-Development | 6 of 20 | 30% |
| G | School/Employer/Community Relations | 1 of 20 | 5% |
| H | Facilities and Equipment Management | 0 of 20 | 0% |
| I | Business and Financial Management | 3 of 20 | 15% |

The greatest agreement between these two surveys for the 25 highest ranked task statements were in categories, "A", Program Planning, Development, and Evaluation, and "F", Professional Relations and Self-Development, with 30% for each category.

Using the lists of the 25 tasks with the highest mean scores for all levels of respondents the following categories were valued the highest for the question dealing with the importance of the task:

| | Score | Percentile |
|---|---|---|
| For all respondents - | | |
| Category "A" - Program Planning, Development, and Evaluation | 12 of 28 | 42.85% |
| For the post-secondary respondents - | | |
| Category "A" - Program Planning, Development, and Evaluation | 8 of 29 | 27.58% |
| For the secondary respondents - | | |
| Category "A" - Program Planning, Development, and Evaluation | 11 of 26 | 42.31% |
| For the CEPD respondents - | | |
| Category "A" - Program Planning, Development, and Evaluation | 14 of 25 | 56% |

For the list of the 25 tasks with the highest mean scores for all levels of respondents the following categories were valued the highest for the question dealing with the degree of training needed:

| | Score | Percentile |
|---|---|---|
| For all respondents - | | |
| Category "A" - Program Planning, Development, and Evaluation | 9 of 25 | 36% |
| For the post-secondary respondents - | | |
| Category "A" - Program Planning, Development, and Evaluation | 7 of 27 | 25.93% |
| For the secondary respondents - | | |
| Category "A" - Program Planning, Development, and Evaluation | 9 of 26 | 34.62% |
| For the CEPD respondents - | | |
| Category "E" - Staff Development | 5 of 24 | 20.83% |
| Category "F" - Professional Relations and Self-Development | 5 of 24 | 20.83% |
| Category "G" - School/Employer/Community Relations | 5 of 24 | 20.83% |

When comparing the Michigan survey responses to the question on the importance of the task with the national survey responses for the highest

ranking scores, it appears the greatest similarities were with category "A", Program Planning, Development, and Evaluation, with 6 of 20 task statements, or 30%, found on both lists.

## SUMMARY

The question dealing with the importance of the task the area of Program Planning, Development, and Evaluation contains the most important tasks for vocational administrators from all levels on their job. The task with the highest mean score was also from this category. The most important task for the Michigan vocational administrator is to evaluate the effectiveness of the instructional program. This was also the number one task from the National Administrator Research Study by Norton (1977). Closely related to the above task is the second highest scored task for vocational administrators, i.e., develop plans for evaluating instructional programs, which is also found under category "A".

It is apparent that the influence of accountability is very strong. Administrators are finding that they must justify their practices and policies. The value placed on the two tasks above reflect this belief.

For category "A" the post-secondary respondents gave the highest mean scores to recommending curriculum revisions, recommending program policies, and implementing policies. The emphasis for the secondary respondents for this category was on interpreting and implementing legislation and directing and implementing the evaluation of programs. The tasks for the CEPD respondents with the highest mean scores for this category dealt with initiating and analyzing follow-up studies, analyzing manpower needs assessment data, working with the community and other agencies, and also developing supplemental/remedial programs for students.

From the information provided there appears to be a relationship for the question on the importance of the task between post-secondary and secondary levels, the post-secondary and CEPD levels, and the secondary and CEPD levels for category "C", Student Services.

The second major category with the highest mean scores for the total respondents for the importance of the task was category "F", Professional Relations and Self-Development. When the Michigan study was compared to the national study this category had the second greatest similarities. It appears that for the question on the importance of the task at the State level and at the national level this category has the second highest value. The tasks from

that category that are the most important for the vocational administrators are:

F.2 - Develop and maintain professional relationships with other administrators
F.17 - Assess personal performance as an administrator
F.12 - Develop effective interpersonal skills
F.3 - Develop and maintain professional relationship with state department of education personnel
F.6 - Participate in professional meetings for self-improvement
F.7 - Promote professional image through personal appearance and conduct

For the post-secondary and the secondary administrators, tasks F.2, F.17, and F.12 ranked very high on their list of tasks. The CEPD administrators instead ranked F.11, represent teacher interests and concerns to other administrators and the board.

For the question, what degree of training do most administrators need in order to effectively perform this task, the category with the highest mean scores again was the category "A", Program Planning, Development, and Evaluation. Specifically, those tasks from category "A" include:

A.22 - Evaluate the effectiveness of the instructional program
A.18 - Develop plans for evaluating instructional program
A.19 - Direct self-evaluation of the district vocational programs
A.3 - Direct occupational task analysis for use in curriculum development
A.28 - Write proposals for the funding of new programs
A.2 - Collect and analyze manpower data
A.21 - Design and select instruments for evaluating the instructional program
A.17 - Interpret and apply state and/or federal legislation

Administrators at the CEPD level did not place the highest value to category "A" for this question. Rather, for the degree of training needed it can be concluded that these respondents place a higher value on training in the areas of staff development, professional relations, and school/employer/community relations.

The second most important category for the total respondents dealing with the question of the degree of training needed was category "I", Business and Financial Management. It can be concluded that administrators value training to effectively carry out their job-related tasks for preparing and regulating operational budgets and analyzing the cost of operating various programs.

## RECOMMENDATIONS

From the information gathered through the conduct of this study, the area of program planning, development, and evaluation had the most important tasks for vocational administrators and the greatest need for training for future vocational administrators. This has also been supported by the results of the national survey conducted in 1976. Preservice and inservice training for current vocational administrators and college training for future vocational administrators must emphasize these areas. Not only have tasks from the category of program planning, development, and evaluation been emphasized as necessary for administrators to carry out their current job requirements, but this area also has been emphasized for its need of acquired skills to effectively carry out their jobs.

Based on this study, it is also recommended that inservice and preservice training emphasize business and financial management. The respondents stated there is a need for training in preparing operational budgets and techniques for cost analysis studies from programs. As accountability continues to be complex, there is a need to train and inservice vocational administrators so they can effectively carry out their job responsibilities.

We are fortunate to live in an age where we can effectively educate young people to be productive members of society. Vocational education has a big responsibility to its students and its citizens, but vocational administrators have an even bigger responsibility to effectively carry out these programs.

The following recommendations for further research include:

1. The duplication of this survey for other states and a comparison with the national survey results.
2. Preparation of preservice and inservice materials for vocational administrators based on the competency-based administrator education process.
3. A study of the effectiveness of information administrators are currently receiving during inservice training.

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# APPENDIX

## ADMINISTRATOR TASK INVENTORY

CENTRAL MICHIGAN UNIVERSITY
MT. PLEASANT, MICHIGAN 48859

# ADMINISTRATOR TASK INVENTORY*

## Why We Need Your Help

In cooperation with the Michigan Vocational-Technical Education Service, the Michigan Council of Vocational Administrators, and The Ohio State University, we are conducting a state-wide study to determine the competencies needed by local administrators of vocational education to effectively carry out their duties and responsibilities.

The study requires the careful identification and verification of the many tasks performed by local administrators working at both the secondary and post-secondary levels. Once the tasks have been identified, we plan to assist in the development of competency-based instructional materials designed specifically to help meet the training needs of vocational administrators. The knowledge and experience you have gained by your direct involvement in most, if not all, of these tasks make you uniquely qualified to advise us on both the importance of each task and on the degree of need for training which exists. Your individual responses will be held in strict confidence, as only group responses will be reported.

You have been carefully selected as a qualified respondent, and your input will contribute to the development of effective training materials for local administrators. Should you wish to contribute even further to this curriculum development effort, please provide all of the information requested about your interest and area of expertise in Part II of this instrument.

Please try to complete this inventory within five working days. A stamped, self-addressed envelop is provided for your convenience in returning the inventory. As a small expression of our appreciation for completing this inventory, we will send you a summary of our findings. Please call John G. Nee at (517) 774-3996 if you have any questions.

THANKS VERY MUCH FOR YOUR ASSISTANCE.

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*Taken from The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education by Robert E. Norton, Kristy L. Ross, Gonzalo Garcia, and Barry Hobart. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

## PART I - TASK STATEMENTS

Instructions: Please read very carefully!

On the pages which follow you will find a list of task statements clustered into eight major categories (A through I) which may relate to the administration of local vocational education programs. We need your personal reaction to two major questions about each task statement:

a. How important is the performance of the task in your job as a local administrator?

b. What degree of training do most local administrators need in order to effectively perform the task?

Answer these questions by completing the following steps:

1. For each task in Category A indicate how important you believe performance of the task is in your job as a local administrator. In the "Importance of Task" column choose and circle the number which most accurately reflects the importance of that task. *If* you do not perform some of the tasks because they are another administrator's responsibility at your school, please circle the number which indicates how important you believe those tasks are to the overall administration of vocational education at your school. *If* a teacher or other non-administrator independently performs some of the tasks listed, mark them as of no importance to your job as a local administrator. Use the scale below to rate the importance of each task:

   5 = Of Great Importance — Performance is critical to program operation.
   4
   3
   2
   1
   0 = Of No Importance — Performance makes no contribution to program operation.

2. Add any statements to Category A that describe other tasks that you have performed, or that you feel need to be performed by local administrators which are not listed.

3. For each of the statements in the category (except those you judged to be of no importance), indicate the degree of training needed. In the "Degree of Training Needed" column, indicate the extent to which the task requires that most administrators who perform the task obtain training to successfully and efficiently perform it. Use the scale below to indicate the degree of training needed.

   5 = Great Need — The task requires a great deal of training for the administrator.
   4
   3
   2
   1
   0 = No Need — The task requires no training.

4. Repeat steps No. 1, No. 2, and No. 3 for each of the remaining categories.

5. Check the inventory to see if you have responded to both questions for each statement (except for those tasks which you judged to be of no importance).

## ADMINISTRATOR TASK INVENTORY

NOTE: PLEASE BE SURE YOU HAVE READ THE ABOVE INSTRUCTIONS CAREFULLY BEFORE PROCEEDING.

| Task Statements | Importance of Task<br>How important is the performance of this task in your job as a local administrator?<br>*(Circle one response)* | | | | | | Degree of Training Needed<br>What degree of training do most administrators need in order to effectively perform this task?<br>*(Circle one response)* | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION** | Great Importance | | | | | No Importance | Great Need | | | | | No Need |
| 1. Survey student and parent interests. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Collect and analyze manpower needs assessment data. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Direct occupational task analysis for use in curriculum development. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Direct the identification of entry-level requirements for jobs. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Involve community representatives in program planning and development. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Obtain state and federal services and resources for program development. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Cooperate with district, county, regional, and state agencies in developing and operating vocational programs. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Prepare annual program plans. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Prepare and update long-range program plans. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Develop overall vocational program goals. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |

| Task Statements | Importance of Task<br>How important is the performance of this task in your job as a local administrator?<br>*(Circle one response)*<br>Great Importance | | | | | No Importance | Degree of Training Needed<br>What degree of training do most administrators need in order to effectively perform this task?<br>*(Circle one response)*<br>Great Need | | | | | No Need |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 11. Coordinate district curriculum development efforts. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. Approve courses of study. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. Establish school admission and graduation requirements. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 14. Recommend program policies to the administration and board. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 15. Implement local board and administrative policies. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 16. Interpret and apply state and/or federal vocational education legislation. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 17. Interpret and apply other relevant state and federal legislation (such as CETA). | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 18. Develop plans for evaluating instructional program. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 19. Direct self-evaluation of the district vocational programs. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 20. Involve external evaluation personnel in assessing program effectiveness. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 21. Design and select instruments for evaluating the instructional program. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 22. Evaluate the effectiveness of the instructional program. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 23. Initiate student and employer follow-up studies. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 24. Analyze student and employer follow-up studies. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 25. | Recommend curriculum revisions based on evaluation data. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 26. | Assess student testing and grading procedures. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 27. | Analyze the school and community's feelings toward educational change. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 28. | Write proposals for the funding of new programs and the improvement of existing programs. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 29. | Coordinate local demonstration, pilot, and exemplary programs. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 30. | Design and oversee local research studies. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 31. | Interpret and use research results for program development and improvement. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 32. | Develop supplemental/remedial instructional programs to meet student needs. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 33. | _____ | | | | | | | | | | | | |
| 34. | _____ | | | | | | | | | | | | |

CATEGORY B: INSTRUCTIONAL MANAGEMENT

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Establish instructional program entry and completion requirements. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | Establish student rules and policies (such as attendance and discipline). | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | Enforce student rules and policies. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. | Design and oversee student progress reporting procedures. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. | Approve student promotions/reassignments. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. | Prepare a master schedule of course offerings. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. | Guide staff in selecting and using effective instructional strategies (such as individualized instruction). | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |

| Task Statements | Importance of Task<br>How important is the performance of this task in your job as a local administrator?<br>*(Circle one response)*<br>Great Importance … No Importance | Degree of Training Needed<br>What degree of training do most administrators need in order to effectively perform this task?<br>*(Circle one response)*<br>Great Need … No Need |
|---|---|---|
| 8. Establish and implement a curriculum design that will achieve the school's instructional goals. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 9. Guide staff in integrating and articulating the vocational program with the total educational program. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 10. Promote the integration of vocational student organizational activities into the instructional program. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 11. Provide for cooperative education programs. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 12. Provide for supplemental/remedial instructional programs. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 13. Provide for special needs programs. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 14. Provide for adult/continuing education programs. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 15. Arrange for students to attend programs offered by other educational agencies. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 16. Guide the articulation of secondary and postsecondary vocational program objectives. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 17. Approve selection of instructional equipment. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 18. Approve selection of instructional materials. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 19. Maintain a learning resources center for students. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 20. _____ | | |

21. _____

**CATEGORY C: STUDENT SERVICES**

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Oversee student recruitment activities. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | Oversee school admission services. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | Arrange for student loan and grant programs. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. | Arrange for work study programs. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. | Oversee student guidance and testing services. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. | Oversee student job placement and follow-up services. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. | Oversee extracurricular organizations and activities. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. | Provide for a student record keeping system. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. | Interpret and apply student rights, laws, and regulations. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. | Interpret and apply Veteran's Administration laws and regulations. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |

11. _____

12. _____

**CATEGORY D: PERSONNEL MANAGEMENT**

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Prepare and recommend personnel policies. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | Prepare and maintain a personnel handbook. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | Assess program staffing requirements. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. | Prepare job descriptions. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. | Establish staff selection and recruitment procedures. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. | Recruit and interview potential staff. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |

| Task Statements | Importance of Task<br>How important is the performance of this task in your job as a local administrator?<br>*(Circle one response)*<br>Great Importance … No Importance | Degree of Training Needed<br>What degree of training do most administrators need in order to effectively perform this task?<br>*(Circle one response)*<br>Great Need … No Need |
|---|---|---|
| 7. Recommend potential staff to the administration and board. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 8. Participate in negotiating staff working agreements. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 9. Establish staff grievance procedures. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 10. Resolve staff grievances and complaints. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 11. Interpret the staff benefits program. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 12. Counsel and advise staff on professional matters. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 13. Schedule staff work loads. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 14. Schedule staff leaves, vacations, and sabbaticals. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 15. Oversee the work of teachers and other school personnel. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 16. Provide for a staff record-keeping system. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 17. Plan and conduct staff meetings. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 18. Prepare bulletins and other communications designed to keep staff informed. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 19. Observe and evaluate staff performance. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 20. Recommend staff promotions and dismissals. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 21. | Provide guidance to the staff on legal matters affecting the school program. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 22. | Interpret and apply licensing and certification regulations. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 23. | Interpret and apply labor laws and regulations. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 24. | Interpret and apply affirmative action laws and regulations. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 25. | _____ | | | | | | | | | | | | |
| 26. | _____ | | | | | | | | | | | | |

CATEGORY E: STAFF DEVELOPMENT

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Assess staff development needs. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | Assist in the preparation of individual staff profiles. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | Counsel with staff regarding personnel development needs and activities. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. | Establish and maintain a staff learning resources center. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. | Conduct workshops and other in-service programs for professional personnel. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. | Arrange for workshops and other in-service programs for professional personnel. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. | Provide for in-service programs for supportive personnel. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. | Provide for preservice programs for professional personnel. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. | Arrange for staff exchanges with business and industry. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. | Assist supervising teachers in planning for and working with student teachers. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. | Evaluate staff development programs. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. | _____ | | | | | | | | | | | | |
| 13. | _____ | | | | | | | | | | | | |

| Task Statements | Importance of Task<br>How important is the performance of this task in your job as a local administrator?<br>*(Circle one response)*<br>Great Importance … No Importance | Degree of Training Needed<br>What degree of training do most administrators need in order to effectively perform this task?<br>*(Circle one response)*<br>Great Need … No Need |
|---|---|---|
| **CATEGORY F: PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT** | | |
| 1. Maintain ethical standards expected of a professional educator. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 2. Develop and maintain professional relationships with other administrators. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 3. Develop and maintain professional relationships with state department of education personnel. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 4. Develop and maintain relationships with personnel in professional organizations. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 5. Participate in professional organizations. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 6. Participate in professional meetings for self-improvement. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 7. Promote professional image through personal appearance and conduct. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 8. Assist with the development of state and/or federal plans for vocational education. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 9. Participate in the development of vocational education legislation. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 10. Prepare policy and commendation statements. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 11. Represent teacher interests and concerns to other administrators and the board. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12. | Develop effective interpersonal skills. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. | Write articles and materials for journals and other professional media. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 14. | Read and use information from professional journals, reports, and related materials for self-improvement. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 15. | Apply management by objectives (MBO) techniques to personal work assignments. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 16. | Develop cooperative problem-solving and decision-making skills. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 17. | Assess personal performance as an administrator. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 18. | _____ | | | | | | | | | | | | |
| 19. | _____ | | | | | | | | | | | | |

**CATEGORY G: SCHOOL/EMPLOYER/COMMUNITY RELATIONS**

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Develop a plan for promoting good public relations. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | Prepare and recommend public relations and communications policies. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | Coordinate use of occupational (craft) advisory committees. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. | Organize and work with a general vocational advisory council. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. | Develop working relationships with employers and agencies. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. | Prepare and recommend cooperative agreements with other agencies. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. | Involve community leaders (political and non-political) in school programs and activities. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. | Participate in school organizations. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. | Participate in community organizations. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |

| Task Statements | Importance of Task<br>How important is the performance of this task in your job as a local administrator?<br>*(Circle one response)*<br>Great Importance … No Importance | Degree of Training Needed<br>What degree of training do most administrators need in order to effectively perform this task?<br>*(Circle one response)*<br>Great Need … No Need |
|---|---|---|
| 10. Promote good relationships between vocational and general education staff. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 11. Encourage staff participation in community civic, service, and social organizations. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 12. Promote cooperative efforts of parent and teacher groups. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 13. Conduct informational programs for the public (such as open house and career awareness programs). | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 14. Meet and confer with visitors. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 15. _____ | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 16. Make public presentations on school programs and activities. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 17. Conduct public hearings and meetings on school issues. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 18. Conduct alumni relations program. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 19. Conduct orientation programs for students and staff. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 20. Conduct recognition programs for students, staff, and community supporters. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 21. Plan for exhibits and displays. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 22. | Develop materials to promote the vocational programs. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 23. | Write news releases for school and area media. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 24. | Obtain and analyze informal feedback about the school. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 25. | Evaluate the public relations program. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 26. | Interpret and apply public "right-to-know" laws and regulations. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 27. | _____ | | | | | | | | | | | | |
| 28. | _____ | | | | | | | | | | | | |

CATEGORY H: FACILITIES AND EQUIPMENT MANAGEMENT

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Assess the need for physical facilities. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | Conduct land and facility feasibility studies. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | Recommend building sites. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. | Recommend the selection of an architect. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. | Oversee architectural planning. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. | Apply building code regulations to school facilities. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. | Submit facility and equipment specifications. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. | Analyze building and equipment contract bids. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. | Oversee the construction of facilities. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. | Recommend acceptance of new building. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. | Provide and maintain residential facilities for students. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. | Procure equipment and furnishings. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. | Plan space requirements for programs. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |

| Task Statements | Importance of Task<br>How important is the performance of this task in your job as a local administrator?<br>*(Circle one response)*<br>Great Importance … No Importance | Degree of Training Needed<br>What degree of training do most administrators need in order to effectively perform this task?<br>*(Circle one response)*<br>Great Need … No Need |
|---|---|---|
| 14. Assign space according to priority needs. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 15. Develop and implement an equipment and supply inventory system. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 16. Establish preventative maintenance program for equipment and facilities. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 17. Establish vehicle maintenance program. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 18. Oversee the daily maintenance and upkeep of facilities. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 19. Oversee the daily maintenance and upkeep of grounds. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 20. Interpret and apply transportation laws and regulations. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 21. Arrange for student transportation services. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 22. Oversee school cafeteria services. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 23. Arrange for vending services. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 24. Interpret and apply health and safety laws and regulations. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 25. Develop and implement safety programs. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 26. Establish emergency plans (such as fire and disaster). | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 27. Establish and oversee a security program. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 28. | Schedule and oversee community's use of facilities. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 29. | Develop long-range facility and equipment plans. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 30. | Prepare and submit renovation and alteration plans. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 31. | _____ | | | | | | | | | | | | |
| 32. | _____ | | | | | | | | | | | | |

CATEGORY I: BUSINESS AND FINANCIAL MANAGEMENT

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Prepare and recommend financial policies. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | Establish purchasing and payment procedures. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | Establish receiving and shipping procedures. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. | Prepare and regulate operational budgets. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. | Prepare and regulate program budgets. | 5 | 4 | 3 | 2 | 1 | 0 | 5. | 4 | 3 | 2 | 1 | 0 |
| 6. | Prepare and regulate capital improvement budgets. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. | Prepare long-range budgets based on total program requirements. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. | Adopt an appropriate financial accounting system. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. | Analyze the cost of operating various instructional programs. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. | Locate sources of funds for program development and operation. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. | Present levies and bond issues to voters. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. | Approve all major expenditures. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. | Approve requisitions and work orders. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |
| 14. | Arrange for the investment of surplus funds. | 5 | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 0 |

| Task Statements | Importance of Task<br>How important is the performance of this task in your job as a local administrator?<br>*(Circle one response)*<br>Great Importance … No Importance | Degree of Training Needed<br>What degree of training do most administrators need in order to effectively perform this task?<br>*(Circle one response)*<br>Great Need … No Need |
|---|---|---|
| 15. Provide for the collection of student fees. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 16. Establish and maintain a petty cash fund. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 17. Establish procedures for charging for student work. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 18. Determine insurance coverage needs. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 19. Select and maintain an insurance program. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 20. Interpret and apply insurance laws and regulations. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 21. Respond to business correspondence. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 22. Prepare local, state, and federal reports. | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 23. _____ | | |
| 24. _____ | | |

## PART II. GENERAL INFORMATION

Instructions: Read each item carefully and write, or check where appropriate, your responses in the blanks provided.

1. Indicate your present job title: _____

2. Indicate which of the following best describes your school:

   ( ) secondary vocational
   ( ) secondary comprehensive (vocational and academic)
   ( ) postsecondary vocational
   ( ) postsecondary comprehensive (vocational and academic)

3. Indicate the number of vocational programs under your administration: _____ programs.

4. Indicate the number of vocational teachers and students under your administration: _____ teachers, _____ students.

5. Please indicate whether you are employed by a school district serving:

   _____ a. A rural or urban community of less than 100,000 population.
   _____ b. An urban community of 100,000 population or more.

6. What percentage of your time is devoted to the administration of vocational-technical education. _____%

7. Indicate the total number of years experience that you have had as an administrator of vocational-technical education programs: _____ years.

8. In the spaces below, please indicate the:

   a. number of years you have spent teaching vocational subjects: _____ years
   b. number of years you have spent teaching non-vocational subjects: _____ years

9. In the space provided, please indicate:

   a. whether you would be interested in serving as a consultant to develop instructional packages for administrators?
      _____ Yes _____ No If yes, please indicate your particular area(s) of strength and expertise:
      (1) _____ (2) _____

   b. whether you have previously developed competency-based instructional materials?
      _____ Yes _____ No If yes, what type and how many? _____

      _____

Optional

10. Comments: (Types of materials you think should be developed, how you wou d like to help, etc.)

THANK YOU VERY MUCH FOR COMPLETING THIS INVENTORY. PLEASE PLACE IT IN THE ENVELOPE THAT HAS BEEN PROVIDED AND MAIL TO:

Dr. John G. Hee
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Central Michigan University
Mount Pleasant, Michigan 48859
517/774/3996